China and more and more came into control, especially in politics and education. In 1929, for example, of the employees of the National Government at Nanking, nearly six per cent, had studied in the United States, nearly four per cent, in Europe, and nearly seven per cent, in Japan. A still larger proportion of the higher offices at Nanking were filled by them.

The "Mass Education Movement," an attempt to teach great groups of illiterates to read, was begun after the World War of 1914-1918, under the auspices of the Young Men's Christian Association, by a returned student from America, James Y. C. Yen. Yen worked out a list of the most used characters, approximately a thousand in number, and devised methods of teaching these efficiently and quickly to large numbers. The Movement soon formed an independent organization and became very popular. Its results were often disappointing, for many taught by it dropped back into illiteracy, and only a few went on to read anything really useful. Vast areas knew little or nothing of it. Yet it had at least an indirect effect in stimulating the emergence of popular schools and the simplification of elementary reading classes. In time Yen, with his staff of expert assistants, settled down in one rural area in the North, there to make effective his ideals of education in the transformation of a single community.

The Japanese invasion of the 1930's and 1940's worked marked changes. In Manchuria it discouraged higher education and made the schools subserve the new regime. Many universities in China proper moved to new sites in the West, beyond the Japanese zone. In "occupied" China Japan reorganized the curricula of the schools to suit her purposes. In "free" China the numbers of students in all grades rapidly mounted. Yet

inflation, undernourishment for teachers and students, and lack of proper buildings, libraries, and laboratories wrought grave hardship.

Chinese students, both those trained abroad and those whose education had been entirely in China, were inclined to take an active interest in public affairs. In this they perpetuated the tradition of the older education, for that had been designed to prepare men for the service of society through the state. Particularly after 1911, students gave much attention to political agitation. The "Student Movement," at times organized on more than a local scale, was often a factor to be reckoned with. For exam-